

Hilton Head Elementary

30 School Road
Hilton Head Island, South Carolina 29926

| | | |
|-----------------------|------------------------|--------------|
| Grades | PK-5 Elementary School | |
| Enrollment | 1,894 Students | |
| Principal | Mary Briggs | 843-342-4218 |
| Superintendent | Edna H. Crews | 843-322-2300 |
| Board Chair | Ms. Dale Friedman | 843-322-2356 |

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

| Excellent | Good | Average | Below Average | Unsatisfactory |
|-----------|------|---------|---------------|----------------|
| 7 | 46 | 8 | 0 | 0 |

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

NO

This school met 27 out of 29 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

| | Absolute Rating | Improvement Rating | Adequate Yearly Progress |
|-------------|------------------------|---------------------------|---------------------------------|
| 2002 | Good | Unsatisfactory | N/A |
| 2003 | Average | Below Average | No |
| 2004 | Average | Good | No |
| 2005 | Average | Below Average | No |

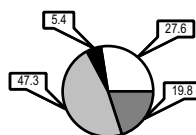
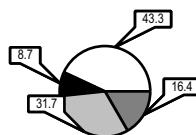
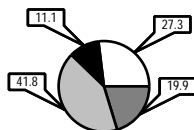
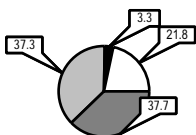
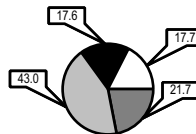
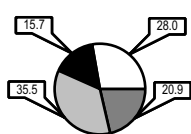
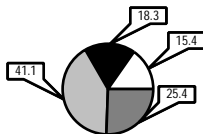
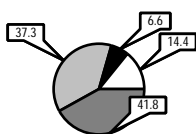
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

92.2%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

| | | |
|--|--------------------|---|
|  | Advanced | Very high score; very well prepared to work at next grade level; exceeded expectations |
|  | Proficient | Well prepared to work at next grade level; met expectations |
|  | Basic | Met standards; minimally prepared, can go to next grade level |
|  | Below Basic | Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level |

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

| | <i>Enrollment 1st Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and Advanced (adj.)</i> | <i>Performance Objective Met</i> | <i>Participation Objective Met</i> |
|--|---|-----------------|----------------------|----------------|---------------------|-------------------|---|--------------------------------------|--|
| English/Language Arts – State Performance Objective = 38.2% | | | | | | | | | |
| All Students | 913 | 99.5 | 21.4 | 37.5 | 37.8 | 3.3 | 51.1 | Yes | Yes |
| Gender | | | | | | | | | |
| Male | 454 | 99.1 | 24.9 | 38.8 | 32.7 | 3.5 | 46.4 | | |
| Female | 459 | 99.8 | 17.8 | 36.2 | 43.0 | 3.1 | 55.9 | | |
| Racial/Ethnic Group | | | | | | | | | |
| White | 451 | 99.8 | 8.3 | 30.5 | 56.0 | 5.3 | 73.6 | Yes | Yes |
| African American | 159 | 98.7 | 32.0 | 48.0 | 18.0 | 2.0 | 26.7 | Yes | Yes |
| Asian/Pacific Islander | 16 | 100.0 | 0.0 | 21.4 | 78.6 | 0.0 | 85.7 | I/S | I/S |
| Hispanic | 287 | 99.3 | 39.0 | 44.2 | 15.9 | 0.8 | 24.7 | Yes | Yes |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Disability Status | | | | | | | | | |
| Not Disabled | 792 | 99.8 | 18.0 | 37.6 | 41.0 | 3.5 | 55.0 | | |
| Disabled | 121 | 97.5 | 43.1 | 37.1 | 18.1 | 1.7 | 26.7 | Yes | Yes |
| Migrant Status | | | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A | | |
| Non-Migrant | 913 | 99.5 | 21.4 | 37.5 | 37.8 | 3.3 | 51.1 | | |
| English Proficiency | | | | | | | | | |
| Limited English Proficient | 263 | 99.2 | 40.1 | 43.1 | 16.4 | 0.4 | 24.6 | Yes | Yes |
| Non-Limited English Proficient | 650 | 99.5 | 14.4 | 35.4 | 45.9 | 4.4 | 61.1 | | |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | 332 | 99.4 | 40.2 | 44.9 | 14.2 | 0.7 | 22.0 | Yes | Yes |
| Full-pay meals | 581 | 99.5 | 11.4 | 33.5 | 50.5 | 4.7 | 66.7 | | |

| | | | | | | | | | |
|--|-----|-------|------|------|------|------|------|-----|-----|
| Mathematics – State Performance Objective = 36.7% | | | | | | | | | |
| All Students | 913 | 99.9 | 27.2 | 41.8 | 19.9 | 11.1 | 45.0 | Yes | Yes |
| Gender | | | | | | | | | |
| Male | 454 | 99.8 | 26.5 | 39.8 | 20.8 | 12.9 | 45.7 | | |
| Female | 459 | 100.0 | 27.9 | 43.8 | 19.0 | 9.4 | 44.3 | | |
| Racial/Ethnic Group | | | | | | | | | |
| White | 451 | 100.0 | 10.6 | 41.7 | 28.4 | 19.3 | 65.8 | Yes | Yes |
| African American | 159 | 99.4 | 51.7 | 38.4 | 7.9 | 2.0 | 15.9 | Yes | Yes |
| Asian/Pacific Islander | 16 | 100.0 | 0.0 | 42.9 | 21.4 | 35.7 | 92.9 | I/S | I/S |
| Hispanic | 287 | 100.0 | 42.7 | 43.9 | 12.3 | 1.2 | 23.7 | Yes | Yes |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Disability Status | | | | | | | | | |
| Not Disabled | 792 | 100.0 | 23.2 | 43.1 | 21.4 | 12.2 | 48.8 | | |
| Disabled | 121 | 99.2 | 52.1 | 33.3 | 10.3 | 4.3 | 20.5 | No | Yes |
| Migrant Status | | | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A | | |
| Non-Migrant | 913 | 99.9 | 27.2 | 41.8 | 19.9 | 11.1 | 45.0 | | |
| English Proficiency | | | | | | | | | |
| Limited English Proficient | 263 | 100.0 | 43.2 | 44.9 | 11.1 | 0.9 | 22.2 | Yes | Yes |
| Non-Limited English Proficient | 650 | 99.9 | 21.1 | 40.6 | 23.2 | 15.0 | 53.5 | | |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | 332 | 100.0 | 50.3 | 42.3 | 7.0 | 0.3 | 17.8 | No | Yes |
| Full-pay meals | 581 | 99.8 | 14.7 | 41.5 | 26.8 | 16.9 | 59.5 | | |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

| | <i>Enrollment 1st Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and Advanced</i> |
|--------------------------------|---|-----------------|----------------------|----------------|---------------------|-------------------|--------------------------------------|
| Science | | | | | | | |
| All Students | 913 | 99.8 | 43.1 | 31.8 | 16.4 | 8.7 | 25.1 |
| Gender | | | | | | | |
| Male | 454 | 99.6 | 42.3 | 29.6 | 17.6 | 10.6 | 28.2 |
| Female | 459 | 100.0 | 44.0 | 34.0 | 15.2 | 6.8 | 22.0 |
| Racial/Ethnic Group | | | | | | | |
| White | 451 | 99.8 | 23.7 | 34.9 | 25.7 | 15.6 | 41.4 |
| African American | 159 | 99.4 | 67.5 | 25.8 | 6.0 | 0.7 | 6.6 |
| Asian/Pacific Islander | 16 | 100.0 | 14.3 | 28.6 | 42.9 | 14.3 | 57.1 |
| Hispanic | 287 | 100.0 | 63.6 | 30.0 | 5.1 | 1.2 | 6.3 |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Disability Status | | | | | | | |
| Not Disabled | 792 | 99.9 | 39.5 | 33.8 | 17.1 | 9.5 | 26.6 |
| Disabled | 121 | 99.2 | 65.8 | 18.8 | 12.0 | 3.4 | 15.4 |
| Migrant Status | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Migrant | 913 | 99.8 | 43.1 | 31.8 | 16.4 | 8.7 | 25.1 |
| English Proficiency | | | | | | | |
| Limited English Proficient | 263 | 99.6 | 63.9 | 30.9 | 5.2 | 0.0 | 5.2 |
| Non-Limited English Proficient | 650 | 99.9 | 35.3 | 32.1 | 20.6 | 11.9 | 32.6 |
| Socio-Economic Status | | | | | | | |
| Subsidized meals | 332 | 100.0 | 67.4 | 26.8 | 5.0 | 0.7 | 5.7 |
| Full-pay meals | 581 | 99.7 | 30.1 | 34.4 | 22.5 | 13.0 | 35.5 |

| | | | | | | | |
|--------------------------------|-----|-------|------|------|------|------|------|
| Social Studies | | | | | | | |
| All Students | 913 | 99.7 | 27.4 | 47.4 | 19.8 | 5.4 | 25.2 |
| Gender | | | | | | | |
| Male | 454 | 99.6 | 29.1 | 42.5 | 20.7 | 7.7 | 28.4 |
| Female | 459 | 99.8 | 25.8 | 52.2 | 19.0 | 3.0 | 22.0 |
| Racial/Ethnic Group | | | | | | | |
| White | 451 | 99.6 | 14.5 | 46.7 | 29.7 | 9.2 | 38.9 |
| African American | 159 | 99.4 | 46.4 | 47.7 | 4.6 | 1.3 | 6.0 |
| Asian/Pacific Islander | 16 | 100.0 | 14.3 | 28.6 | 42.9 | 14.3 | 57.1 |
| Hispanic | 287 | 100.0 | 39.1 | 49.4 | 10.7 | 0.8 | 11.5 |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Disability Status | | | | | | | |
| Not Disabled | 792 | 99.8 | 23.8 | 49.3 | 21.1 | 5.8 | 26.9 |
| Disabled | 121 | 99.2 | 50.4 | 35.0 | 12.0 | 2.6 | 14.5 |
| Migrant Status | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Migrant | 913 | 99.7 | 27.4 | 47.4 | 19.8 | 5.4 | 25.2 |
| English Proficiency | | | | | | | |
| Limited English Proficient | 263 | 99.6 | 39.9 | 50.2 | 9.0 | 0.9 | 9.9 |
| Non-Limited English Proficient | 650 | 99.7 | 22.7 | 46.3 | 23.9 | 7.1 | 31.0 |
| Socio-Economic Status | | | | | | | |
| Subsidized meals | 332 | 100.0 | 44.3 | 46.3 | 9.1 | 0.3 | 9.4 |
| Full-pay meals | 581 | 99.5 | 18.4 | 47.9 | 25.6 | 8.1 | 33.7 |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

| | Grade | Enrollment 1 st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and Advanced |
|------------------------------|-------|--|----------|---------------|---------|--------------|------------|------------------------------|
| English/Language Arts | | | | | | | | |
| 2004 | 3 | 320 | 98.8 | 20.5 | 31.5 | 36.8 | 11.3 | 48.0 |
| | 4 | 301 | 100.0 | 17.1 | 36.6 | 43.6 | 2.8 | 46.3 |
| | 5 | 367 | 100.0 | 29.0 | 47.0 | 22.8 | 1.1 | 23.9 |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2005 | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 3 | 305 | 99.3 | 18.9 | 28.9 | 47.5 | 4.6 | 52.1 |
| | 4 | 321 | 100.0 | 21.4 | 42.8 | 32.8 | 3.0 | 35.8 |
| | 5 | 287 | 99.0 | 23.7 | 40.4 | 33.7 | 2.2 | 35.9 |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2005 | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Mathematics | | | | | | | | |
| 2004 | 3 | 320 | 99.4 | 31.3 | 45.7 | 16.4 | 6.6 | 23.0 |
| | 4 | 301 | 100.0 | 22.0 | 41.1 | 19.2 | 17.8 | 36.9 |
| | 5 | 367 | 100.0 | 35.5 | 36.1 | 15.2 | 13.2 | 28.5 |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2005 | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 3 | 305 | 100.0 | 23.0 | 52.5 | 19.1 | 5.3 | 24.5 |
| | 4 | 321 | 100.0 | 29.4 | 36.1 | 22.7 | 11.7 | 34.4 |
| | 5 | 287 | 99.7 | 28.8 | 36.9 | 17.7 | 16.6 | 34.3 |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2005 | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Science | | | | | | | | |
| 2004 | 3 | | | | | | | |
| | 4 | | | | | | | |
| | 5 | | | | | | | |
| | 6 | | | | | | | |
| | 7 | | | | | | | |
| 2005 | 8 | | | | | | | |
| | 3 | 305 | 100.0 | 44.0 | 37.9 | 14.5 | 3.5 | 18.1 |
| | 4 | 321 | 99.7 | 41.3 | 30.2 | 18.1 | 10.4 | 28.5 |
| | 5 | 287 | 99.7 | 43.9 | 27.3 | 16.6 | 12.2 | 28.8 |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2005 | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Social Studies | | | | | | | | |
| 2004 | 3 | | | | | | | |
| | 4 | | | | | | | |
| | 5 | | | | | | | |
| | 6 | | | | | | | |
| | 7 | | | | | | | |
| 2005 | 8 | | | | | | | |
| | 3 | 305 | 100.0 | 31.9 | 46.5 | 18.8 | 2.8 | 21.6 |
| | 4 | 321 | 99.7 | 17.4 | 56.0 | 21.1 | 5.4 | 26.5 |
| | 5 | 287 | 99.3 | 33.2 | 39.1 | 19.6 | 8.1 | 27.7 |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2005 | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

| | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|---|------------------------|------------------------------|---|---------------------------------|
| Students (n= 1,894) | | | | |
| First graders who attended full-day kindergarten | 100.0% | No change | 100.0% | 100.0% |
| Retention rate | 2.5% | Up from 1.2% | 2.2% | 3.0% |
| Attendance rate | 95.8% | No change | 96.6% | 96.3% |
| Students with disabilities other than speech taking PACT (ELA) off grade level | 4.4% | Down from 5.5% | 2.7% | 3.7% |
| Students with disabilities other than speech taking PACT (Math) off grade level | 1.9% | Down from 2.9% | 2.0% | 3.2% |
| Eligible for gifted and talented | 19.4% | Up from 17.4% | 19.4% | 12.0% |
| On academic plans | N/AV | N/AV | N/A | N/AV |
| On academic probation | N/AV | N/AV | N/A | N/AV |
| With disabilities other than speech | 4.9% | Down from 5.9% | 7.3% | 8.2% |
| Older than usual for grade | 0.3% | No change | 0.6% | 0.9% |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses | 0.1% | No change | 0.0% | 0.0% |
| Teachers (n= 151) | | | | |
| Teachers with advanced degrees | 47.7% | Up from 42.9% | 56.8% | 52.6% |
| Continuing contract teachers | 80.1% | No change | 86.6% | 83.3% |
| Highly qualified teachers | 91.0% | Down from 94.1% | 94.0% | 93.5% |
| Teachers with emergency or provisional certificates | 2.5% | Up from 1.6% | 0.0% | 0.0% |
| Teachers returning from previous year | 86.6% | Down from 87.7% | 87.5% | 87.0% |
| Teacher attendance rate | 94.2% | Down from 94.7% | 95.5% | 95.0% |
| Average teacher salary | \$44,798 | Up 5.6% | \$43,046 | \$41,703 |
| Prof. development days/teacher | 15.2 days | Down from 17.6 days | 11.8 days | 12.8 days |
| School | | | | |
| Principal's years at school | 8.0 | Up from 7.0 | 5.0 | 4.0 |
| Student-teacher ratio in core subjects | 17.7 to 1 | Down from 19.6 to 1 | 20.3 to 1 | 18.8 to 1 |
| Prime instructional time | 85.9% | Down from 86.1% | 90.8% | 89.8% |
| Dollars spent per pupil* | \$6,898 | Up 4.4% | \$5,922 | \$6,242 |
| Percent of expenditures for teacher salaries* | 72.5% | Up from 66.9% | 67.8% | 65.8% |
| Opportunities in the arts | Excellent | No change | Good | Good |
| Parents attending conferences | 92.1% | Down from 99.7% | 99.0% | 99.0% |
| SACS accreditation | No | No change | Yes | Yes |
| Character development program | Excellent | Up from Good | Excellent | Good |
| * Prior year audited financial data are reported. | | | | |
| | Our District | | State | |
| Highly qualified teachers in low poverty schools | 91.1% | | 89.4% | |
| Highly qualified teachers in high poverty schools | 94.3% | | 90.1% | |
| | State Objective | | Met State Objective | |
| Highly qualified teachers in this school | 65.0% | | Yes | |
| Student attendance in this school | 95.3% | | Yes | |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Hilton Head Elementary has undergone a huge transition during the past school year. We began the year with four academy programs. All Pre-K and Kindergarten students were grouped in the Early Childhood Academy. Three academies served all students in grades 1 through 5. These academies included Island Arts Academy (an arts infused program), International Beacon Academy (an authorized International Baccalaureate Primary Years Program), and SCHOLAR Academy. Additionally, we continued our second year with the Gateway Program - a sheltered instruction program for non-English speaking students.

Over the course of the year, and as a result of a number of meetings with parents and staff, the decision was made to split the school into three independent schools beginning in the Fall of 2005. The spring semester has been devoted to careful planning for the split of the school.

Our 2004 PACT testing showed significant progress of our lowest performing students, earning us the Palmetto Silver Award for academic improvement.

Our staff development efforts were directed towards increasing teacher use of assessment to inform instruction, the use of data-driven decision making, effective teaching strategies, Schools That Learn, and Spanish for Educators. Additionally, a number of teachers received training on arts infused instruction and in the International Baccalaureate Program.

Hilton Head Elementary has served a very large, diverse student population. We have become adept in translating all written and oral presentations for our approximately 700 Latino student family members. We continue to enjoy wonderful parent and community support as evidenced by the \$70,000 raised by PTA for the benefit of the school.

Our teachers are a highly qualified group with a new group achieving National Board Certification each year. Our total is now at 18. Others continue to work on extending their education and are earning advanced degrees.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 127 | 259 | 139 |
| Percent satisfied with learning environment | 92.0% | 91.4% | 84.8% |
| Percent satisfied with social and physical environment | 91.9% | 89.1% | 84.8% |
| Percent satisfied with school-home relations | 91.2% | 95.3% | 71.6% |

*Only students at the highest elementary school grade level at this school and their parents were included.